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ABSTRACT

The availability and adequacy of careers education and counseling for migrant and refugee youth in Australia were evaluated. Data were collected through two means: a major questionnaire study of a large sample of secondary schools across Australia, and an intensive but more limited interview survey of a few schools identified as having a large population of migrant children. The research focused on careers instructors, career education in the curriculum, the participation of migrant youths in work experience programs, program provisions for migrant youth in general, the dissemination of careers information for migrant/refugee youth and parents, program and student evaluation, migrant parents' expectations, and official policies and provisions. The study revealed that career education provisions are unsatisfactory for all students, and acutely so for those born overseas. Teachers felt that no amount of goodwill and enthusiasm on their part could compensate for their lack of professional preparation in identifying and dealing with the specific problems of migrant students. The few attempts to provide assistance, such as the provision of career information in community languages, were only partially successful at best. Numerous data tables supplement the text. (KH)

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CAREERS EDUCATION:

CINDERELLA OF SCHOOLING

by

Diana F. Davis

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UD025042

CAREERS EDUCATION: CINDERELLA OF SCHOOLING*

Diana F Davis

This study of careers education and counselling has as its major focus the evaluation of the availability and adequacy of these services for migrant and refugee youth. Specifically, the aims are to:

assess the availability to and suitability of careers education for migrant and refugee youth, with particular emphasis on difficulties faced by recent arrivals and those with a non-English-speaking background

ascertain any special needs that migrant and refugee youth have with respect to careers education and examine the interface between these needs and

- the extent to which migrant/refugee youth utilise careers education (eg. the work experience program)
- the nature of any factors limiting the utilisation of careers education facilities
- unmet needs (eg. for vocational information in community languages)

examine how specific migrant/refugee needs might be met by the provision of improved careers education, and make suggestions about more appropriate content/activities.

Methodology

This study was designed to have two complementary data collection phases. The first (Phase 1) was a major questionnaire study of a large sample of secondary schools across Australia, and the second (Phase 2) an intensive but very limited interview survey of a few schools identified in Phase 1 as having a large population of migrant and/or refugee children. This report details the major data from the Phase 1 study and uses the Phase 2 data only indirectly to refute or substantiate conclusions derived from the major questionnaire data base.

In deriving the sample, an alphabetical listing of all secondary schools in Australia, as at the end of 1982, was prepared from a variety of sources, including lists prepared by state education authorities/departments, state careers education officers, organisations of independent schools. The distribution of these schools by state and type is shown in Table 3.1.

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Table 3.1: Australian secondary schools 1982*

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	All states/ territories
Government	25	437	37	233	167	67	415	171	1,552
Non-government	11	253	8	132	57	30	212	83	786
Total	36	690	45	365	224	97	627	254	2,338

Source: Commonwealth Schools Commission, January 1984

* The total includes 788 schools with both primary and secondary classes.

Initially, some schools were excluded from the sampling procedures because they were known to cater for only one or two secondary year levels, with their students moving to neighbouring schools to complete their education, while other schools were known to have closed in the intervening two years. Ultimately, the list contained some 2046 schools known to be secondary schools only and/or to have a substantial secondary section, with most catering for students at least until the normal compulsory leaving age. From this list a table of random numbers was used to derive a sample of one in five (20%) secondary schools which were then invited to participate in the study. The distribution of the sample is contained in Table 3.2.

Table 3.2: Initial sample of Australian secondary schools invited to participate in study

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	All states/ territories
Government	8	64	3	42	34	8	95	29	283
Non-government	2	42	1	28	9	-	37	6	125
Total	10	106	4	70	43	8	132	35	408
% of all secondary schools in state	27.8	15.4	8.9	19.2	19.2	8.2	21.1	13.8	17.5

Overall, 260 of these schools (63.6%) agreed to participate in the study by completing the questionnaire, while 57.3% of schools also indicated their willingness to participate in the interviews.

The Phase 1 questionnaire was posted in May, with a response deadline of 1 July. A follow-up letter was sent in August to schools from which no questionnaire had been returned.

Table 3.3 shows the distribution of the 'agreed' participant sample by state and school type and the final response rate for that sample.

Table 3.3: Structure of agreed participant sample

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	All states/ territories
Government									
Sample (N)	8	40	3	26	19	3	67	18	184
Response (N)	8	35	2	18	12	3	50	14	142
Response %	100	87.5	66.7	69.2	63.2	100	74.6	77.8	77.2
Non-government									
Sample (N)	-	25	1	14	5	-	25	6	76
Response (N)	-	10	1	9	3	-	22	5	50
Response %	-	40.0	100	64.3	60.0	-	88.0	83.3	65.8
Total									
Sample (N)	8	65	4	40	24	3	92	24	260
Response (N)	8	45	3	27	15	3	72	19	192
Response %	100	69.2	75.0	67.5	62.5	100	78.3	79.2	73.9

The final returns provided data on 192 schools or 8.3% of all Australian secondary schools, and 9.4% of those schools identified for the purpose of the study as having a substantial secondary component. Twelve questionnaires were returned too late to be included in the figures, although a check revealed that these additional profiles were consistent with the sample upon which this report is based. The returns thus covered some 9.1% of all government secondary schools and 6.4% of all non-government schools involved, either fully or partially, in secondary education. It therefore represents a substantial study group, both absolutely and relatively, and one from which it should be possible to draw general conclusions with a considerable degree of confidence. The somewhat lower response rate from non-government schools is probably explained by the emphasis on migrant and refugee youth in the covering letter and questionnaire. A number of private schools indicated by phone and/or letter that they were of the opinion that their schools would provide little relevant data. In fact, the intention always had been to examine the careers education provisions for, and careers education needs of, migrant and refugee youth within the broad and general context of Australian education. Thus, those private schools that did not participate because of the state emphasis of the study did create some distortion of that broad context. Such distortion is, however, most likely to have been of minor significance and, if anything, would have reinforced the picture gained rather than changed the view. The response patterns derived from the questionnaire certainly relate to the whole of the Australian educational scene in so far as careers education and counselling provisions are concerned.

Status of respondents completing the questionnaire

The majority of those completing the questionnaire were senior careers teachers, who accounted for 73.4% of respondents. Questionnaires were completed by school principals in 11.5% of cases, by another staff member in 8.3% of cases, and by another careers teacher in 6.8% of instances.

The three most common reasons for the questionnaire being completed by an individual other than the senior careers teacher were:

. there were no formally designated careers teachers at the school

. the careers teacher was ill or on leave

. the careers teacher was too committed to other tasks.

Enrolment patterns of respondent schools

Of respondent schools, 80% offered a program of secondary education to Year 12. Another 15% operated to Year 10 after which students transferred to a senior college. Slightly more than 4% went to Year 11, while one school went only to Year 8.

The school populations varied in size from 39 students in one case, to some of around 1300. Schools in the main did not seem readily able to provide data about the ethnic background of their student populations. The number of 'guesstimates' received suggests that such data are not an integral feature of the record-keeping of a great many schools in Australia.

The schools with the highest concentrations of students of non-English-speaking background were in the larger states (New South Wales and Victoria). The Victorian sample yielded eight schools with enrolments of 75% or more students of non-English-speaking background. The New South Wales sample was broadly similar.

Profile of careers teachers and/or counsellors

Returns from the 192 participant schools provided general staffing data from which it appeared that in government schools across Australia there was approximately one specially designated careers teacher per school. Approximately 70% of schools had a full-time careers teacher, and about 40% had a part-time careers teacher and/or counsellor. Of the larger states, it seems that only Queensland and Western Australia had a lower ratio; in Queensland, there was a tendency for virtually all schools to have at least one other staff member involved in careers education and counselling as an extra duty. Across Australia, approximately 60% of schools allocated careers education to staff as an additional responsibility. This tendency was least in New South Wales and Victoria, where the level of specific careers staffing was higher. The overall pattern is revealed clearly in Table 3.4.

In non-government schools, the allocation of careers education to staff as an additional responsibility was a more common means of providing for careers education than in government schools. Approximately 60% of schools followed this pattern. In non-government schools, the total provision of staff for careers education and counselling was somewhat less (1.2 compared to 1.7 staff per school) than in government schools.

Table 3.4: Overview of careers teacher provision in Australian schools

	Specific careers teachers (per school)			Careers as extra duty (per school)	All teachers with careers responsibility (per school)	Sex of specific teachers (%)	
	Full-time	Part-time	Total	Full- and part-time		Male	Female
ACT Government	0.4	0.8	1.1	0.6	1.7	40.0	60.0
Non-government	NA	NA	NA	NA	NA	NA	NA
NSW Government	1.1	0.3	1.4	0.1	1.5	70.0	30.0
Non-government	0.4	0.2	0.6	0.9	1.5	69.0	31.0
NT Government	-	2.0	2.0	2.0	4.0	33.3	66.7
Non-government	-	2.0	2.0	1.0	3.0	33.3	66.7
QLD Government	0.4	0.2	0.6	1.4	2.0	60.0	40.0
Non-government	0.2	0.1	0.3	0.8	1.1	60.0	40.0
SA Government	0.7	0.4	1.1	1.0	2.1	68.8	31.2
Non-government	-	0.3	0.3	0.7	1.0	66.7	33.3
TAS Government	-	0.7	0.7	1.3	2.0	40.0	60.0
Non-government	NA	NA	NA	NA	NA	NA	NA
VIC Government	0.7	0.3	1.0	0.2	1.2	65.5	34.5
Non-government	0.5	0.4	0.9	0.2	1.1	56.5	43.5
WA Government	0.2	0.4	0.6	0.6	1.2	47.6	52.4
Non-government	-	0.4	0.4	0.8	1.2	50.0	50.0
All states							
Government	0.7	0.4	1.1	0.6	1.7	62.8	37.2
Non-government	0.3	0.3	0.6	0.6	1.2	61.8	38.2

Of the specifically designated careers teachers, whether full or part-time, men outnumbered women by almost 2 to 1 in both government and non-government schools. This pattern was particularly strong in the larger states - New South Wales, Queensland, South Australia and Victoria - and less evident elsewhere.

Age

The age distribution of the sample of careers education and counselling staff, full- and part-time, male and female, is shown for the total sample in Table 3.5.

Table 3.5: Age distribution of careers education teachers/counsellors

		Government	Non-government	Total
		%	%	%
Male	21 - 30	24.5	17.2	23.0
	31 - 40	43.6	41.4	43.2
	41 - 50	27.3	37.9	29.5
	51+	4.5	3.4	4.3
Female	21 - 30	33.8	16.7	29.6
	31 - 40	32.4	54.2	37.8
	41 - 50	23.0	20.8	22.4
	51+	10.8	8.3	10.2

The pattern illustrated in Table 3.5 is not significantly different when examined on a state by state basis. The most obvious general differences were:

- the tendency for relatively younger female careers teachers/counsellors in government schools than was the case for males in government schools, or for males and females in non-government schools
- the tendency for fewer men and women in the 21 to 30 age group to be involved in careers education in private schools and
- the tendency for a relatively larger proportion of female careers teachers to be over 50 years of age. The overall pattern, however, was for careers education to be the responsibility of middle-aged teachers whether male or female.

Country of birth

Table 3.6 summarises the country of birth of the sample of careers teachers by state, school system and for Australia as a whole.

The clear, indeed overwhelming, dominance of Australian-born careers teachers and counsellors is the most striking feature of the pattern. There were very few teachers in this sample who were born in non-English-speaking countries. The Anglo tradition which this table reflects is further emphasised by the fact that only 10 (or 4.2%) of this sample of careers teachers and counsellors had a first language other than English, and of this small group only two had a first

Table 3.6: Country of birth of respondents (%)

	Australia	Other English-speaking countries	Non-English-speaking countries			
			Europe	Asia	Africa	Americas
ACT Government	81.8	9.1	9.1	-	-	-
Non-government	-	-	-	-	-	-
NSW Government	92.5	7.5	-	-	-	-
Non-government	80.0	10.0	-	10.0	-	-
NT Government	83.3	16.7	-	-	-	-
Non-government	100.0	-	-	-	-	-
QLD Government	84.4	12.0	4.0	-	-	-
Non-government	66.7	22.2	-	-	11.1	-
SA Government	88.2	11.8	-	-	-	-
Non-government	100.0	-	-	-	-	-
TAS Government	60.0	20.0	20.0	-	-	-
Non-government	-	-	-	-	-	-
VIC Government	83.9	8.9	7.2	-	-	-
Non-government	68.2	18.2	13.6	-	-	-
WA Government	83.3	16.7	-	-	-	-
Non-government	100.0	-	-	-	-	-
All states						
Government	85.3	10.9	3.8	-	-	-
Non-government	76.9	13.5	5.8	1.9	1.9	-
Total	83.5	11.4	4.2	0.4	0.4	0.0

language which was not European. Indeed, as Table 3.7 shows, only 23.7% of the total sample claimed to have speaking facility in a language other than English and only (15.3%) claimed speaking facility in a specific community language.

Table 3.7: Languages other than English in which respondents have speaking facility

		Traditional European languages*	Community languages		
			European	Asian	Other
ACT	Government	-	27.3	-	-
	Non-government	-	-	-	-
NSW	Government	2.5	5.0	2.5	-
	Non-government	10.0	-	-	10.0
NT	Government	33.3	-	16.7	-
	Non-government	-	-	-	-
QLD	Government	4.0	12.0	-	4.0
	Non-government	-	11.1	-	22.0
SA	Government	11.8	11.8	-	-
	Non-government	-	-	-	-
TAS	Government	-	-	-	-
	Non-government	-	-	-	-
VIC	Government	7.1	17.9	-	1.8
	Non-government	18.2	18.2	-	-
WA	Government	16.7	12.5	-	-
	Non-government	20.0	20.0	-	-
All states					
	Government	7.6	12.5	1.1	1.1
	Non-government	11.5	11.5	-	5.8
Total		8.5	12.3	0.8	2.1

* i.e. traditional academic languages (eg. Latin, Ancient Greek, French) using distinction cited in Davis, Diana F. (1982) Galbally recommendation 14: evaluation study, AGPS, Canberra, p.86.

The latter figure of 15.3% is probably the crucial one as regards the ability of the school system to meet the needs of migrant and refugee youth, and even this figure may be exaggerated by the fact that some respondents reported a facility in more than one such language. Furthermore, it is significant that, of the people claiming speaking facility in a European community language, more than 40% (10 of 23) were Victorian teachers. While some of the other percentages may seem relatively high (eg. 22.2% and 16.7%) it is also important to remember that these percentages represent at most two individual teachers. The data obtained on writing facility is a virtual mirror of that for speaking facility, although the picture is slightly worse. Overall, only 12.7% of the

sample of teachers claimed the ability to write in a community language and, for the great majority of these, this was a European language. Only two teachers were able to speak and write in an Asian language.

Unfortunately, as the data in Table 3.8 indicate, this lack of language skills also reflects a lack of real familiarity with non-Anglo cultures. This is a clear danger sign in a multicultural society which is endeavouring to ensure that migrant and refugee youth are not disadvantaged in terms of careers education and counselling.

Table 3.8: Non-Anglo cultures with which respondents were highly familiar

	Northern European	Southern European	Middle Eastern	Asian/ Eastern	Pacific Islands	South American
ACT Government	27.3	-	-	-	9.1	9.1
Non-government	-	-	-	-	-	-
NSW Government	5.0	2.5	-	10.0	-	2.5
Non-government	10.0	-	-	10.0	-	-
NT Government	-	-	-	16.7	16.7	16.7
Non-government	-	-	-	-	-	-
QLD Government	12.0	12.0	-	12.0	8.0	-
Non-government	11.1	22.2	11.1	11.1	11.1	-
SA Government	11.8	11.7	-	5.9	-	-
Non-government	-	-	-	-	-	-
TAS Government	-	-	-	-	-	-
Non-government	-	-	-	-	-	-
VIC Government	9.0	5.4	3.6	5.4	-	-
Non-government	36.4	13.6	9.1	9.1		-
WA Government	-	4.2	-	4.2	12.5	-
Non-government	-	-	-	-	-	-
All states						
Government	8.2	5.4	1.1	7.1	3.8	1.6
Non-government	19.2	9.6	5.8	7.7	1.9	
Total	10.6	6.4	2.1	7.2	3.4	1.3

Professional profile of careers/counselling staff

Table 3.9 provides a summary of the main focus of the respondent sample's professional training. It reveals that approximately three in four trained for general teaching and only 16.4% trained in those areas central to careers education and counselling.

Further analysis of the questionnaire returns also revealed that, while the great majority of respondents (76.0% from government schools and 78.8% from

Table 3.9: Main focus of respondents' professional training (% of respondents)

		Careers teaching and counselling	General teaching	Personnel/ vocational work	Social work	Other
ACT	Government	-	80.0	-	-	20.0
	Non-government	-	-	-	-	-
NSW	Government	15.0	75.0	-	-	10.0
	Non-government	10.0	80.0	-	-	10.0
NT	Government	-	50.0	-	-	50.0
	Non-government	-	66.7	-	-	33.3
QLD	Government	40.0	52.0	-	4.0	4.0
	Non-government	-	77.8	-	-	22.2
SA	Government	11.8	76.4	11.8	-	-
	Non-government	-	33.3	33.3	-	33.3
TAS	Government	-	80.0	-	-	20.0
	Non-government	-	-	-	-	-
VIC	Government	1.8	82.1	-	3.6	12.5
	Non-government	13.6	54.5	9.1	9.1	13.6
WA	Government	-	62.5	12.5	4.2	20.8
	Non-government	-	80.0	20.0	-	-
All states						
	Government	10.3	76.1	3.3	2.2	8.2
	Non-government	7.7	63.5	7.7	3.9	17.3
Total		9.7	73.3	4.2	2.5	10.2

non-government schools) have either a University or College degree, and virtually all have a teaching qualification, only 4.7% (11 in total) have a formal and specific qualification in counselling and/or psychology. The situation is clearly one in which the great majority of teachers now responsible for careers education and counselling in schools have moved into the area from other fields of initial educational concern and training. In fact, as Table 3.10 shows, there has been a very heavy reliance on in-service education to provide the necessary expertise for the teacher undertaking the role of careers adviser and counsellor.

Slightly more than one in two careers teachers/counsellors had gained their formal expertise in the field via basic in-service courses, with 12.3% having completed one or two years of study in the specific area of careers education. Some 20.3% studied psychology for one or two years, and it is clear that this was the key formal and external qualification for those undertaking the role of careers teacher or counsellor. Of the respondent sample, nearly 18% completed an advanced in-service program relevant to their work.

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Table 3.10: Respondents' qualifications specific to careers education, as a percentage

	Two years tertiary study in:			One year tertiary study in:			Basic in-service only	Advanced in-service	Nil
	Careers education*	Psycho-logy	Social work	Careers education*	Psycho-logy	Social work			
ACT Government	-	-	-	-	-	18.2	81.8	-	-
Non-government	-	-	-	-	-	-	-	-	-
NSW Government	2.5	17.5	2.5	7.5	12.5	-	57.5	27.5	-
Non-government	10.0	10.0	-	-	-	-	60.0	-	20.0
NT Government	-	16.6	-	-	-	-	66.8	-	16.6
Non-government	-	-	-	-	33.3	-	-	-	66.7
QLD Government	8.0	28.0	4.0	24.0	-	-	12.0	24.0	-
Non-government	-	-	-	-	-	-	33.3	-	66.7
SA Government	5.9	5.9	-	17.7	11.8	5.9	35.4	11.8	5.9
Non-government	-	33.3	-	33.3	-	33.3	-	-	-
TAS Government	-	-	-	-	-	-	100.0	-	-
Non-government	-	-	-	-	-	-	-	-	-
VIC Government	-	12.5	-	10.7	-	-	75.0	10.7	1.8
Non-government	4.5	31.8	4.5	9.0	4.5	-	45.5	13.5	-
WA Government	8.3	25.0	-	-	-	-	54.2	58.3	12.5
Non-government	-	20.0	-	-	-	-	40.0	-	40.0
All states									
Government	3.3	15.8	1.1	9.8	3.8	1.6	57.1	21.2	3.3
Non-government	3.8	19.2	1.9	5.8	3.8	1.9	40.4	5.8	23.1
Total	3.4	16.5	1.3	8.9	3.8	1.7	53.4	17.8	7.6

* including guidance and counselling

Table 3.11: Major areas* of teaching at commencement of career and at present, as a percentage**

Teaching responsibility	At commencement of career		Currently		Current total (%)
	Government	Non-government	Government	Non-government	
English	22.3	17.3	11.4	9.6	11.0
Languages	3.8	5.8	3.3	5.8	3.8
History/geography/social science	48.4	42.3	18.5	15.3	17.8
Trades/technical	25.0	9.6	6.0	3.8	5.5
Commercial/legal	20.1	23.1	12.0	30.8	16.1
Art and craft	6.5	3.8	1.6	1.9	1.7
Counselling/guidance	2.7	3.8	8.7	5.8	8.1
Librarian	0.5	1.9	0.5	3.8	1.3
Maths	15.8	11.6	7.6	13.5	8.9
Science/biology/chemistry	16.8	9.6	6.0	-	4.7
Careers	4.9	5.8	49.4	28.8	44.9

* respondents may have noted more than one area
** % of respondents in all states

Furthermore, as Table 3.11 reveals, the great majority of the sample commenced their teaching careers not as career educators or counsellors, but as general teaching staff, especially in the fields of History/Geography/Social Science, English, Commercial Studies, Mathematics, Biology and Chemistry. For many, these fields are still their main area of concern. Reflecting on the initial concerns of careers teachers/counsellors, it appears that there is no clearly established career path; they have been drawn from an incredibly varied academic/vocational base. This pattern is extremely consistent from state to state and in both the government and non-government systems.

It is also worthy of note, even though somewhat alarming, to find that only 44.9% of the respondents indicated that careers education was their current main area of teaching, and to observe that this situation was more extreme in non-government schools (28%) than in government schools (49.4%).

The overall picture is of a group of teachers lacking strong formal preparation in the areas of careers education and counselling and, in the majority of cases, still seeing themselves primarily as teachers in other areas of the academic curriculum. One means of maintaining expertise in a specific field is to belong to a relevant professional association. Table 3.12 shows the level of membership of such associations for the respondent sample by state.

Table 3.12: Membership of professional association of careers teachers and/or counselling

	Home state	Other state
ACT Government	18.2	9.1
Non-government	-	-
NSW Government	75.0	0.0
Non-government	60.0	0.0
NT Government	83.3	0.0
Non-government	-	-
QLD Government	44.0	0.0
Non-government	55.5	0.0
SA Government	17.7	0.0
Non-government	5.9	0.0
TAS Government	0.0	0.0
Non-government	-	-
VIC Government	78.6	0.0
Non-government	63.6	0.0
WA Government	12.5	4.2
Non-government	60.0	0.0
All states		
Government	53.3	1.6
Non-government	55.8	0.0
Total	**53.8**	**1.3**

Slightly more than 50% of the teachers surveyed indicated that they belonged to the professional association in their home state, although this figure was enhanced by the relatively high membership levels in the two largest states - New South Wales and Victoria. Of the teachers who offered reasons for non-membership, more than 56% indicated that they had a major commitment to another teaching area; about 25% indicated that they had no knowledge of such associations; and 19% felt the offerings of their home state association to be inadequate and/or inappropriate.

For those teachers who were members of a professional association the major benefits listed were, in order of importance: general teaching support (44.6%); useful publications (37.3%); in-service activities (36.1%).

Throughout Australia, only four respondents stated that a major factor in their membership was the availability of publications in community languages. Clearly, while offering support in the general careers education and counselling arena, the professional associations are not seen to be of major assistance in specifically catering to migrant and refugee students.

In-service education

The significance of in-service education to the further professional development of careers teachers is revealed to some extent in Table 3.13.

Table 3.13: Participation in in-service activities in 1983/84

	Number	%
ACT Government	9	81.8
Non-government	-	-
NSW Government	33	82.5
Non-government	8	80.0
NT Government	2	33.3
Non-government	-	-
QLD Government	12	48.0
Non-government	4	44.4
SA Government	15	88.2
Non-government	2	66.7
TAS Government	5	100.0
Non-government	-	-
VIC Government	46	82.1
Non-government	19	86.4
WA Government	17	70.8
Non-government	3	60.0
All states		
Government	136	73.9
Non-government	36	69.2
Total	**172**	**72.9**

In most states (except Queensland and the Northern Territory) the great majority of teachers (approximately 73%) engaged in relevant in-service programs during 1983-84. The level of involvement was virtually the same for both government and non-government careers teachers and counsellors. The major emphases for these in-service activities are detailed in Table 3.14.

Table 3.14: Central focus of recent in-service activities*

Focus	%
a. General careers education	20.3
b. Work experience	19.9
c. General counselling, pastoral care, and professional development	17.4
d. Territory orientation	13.1
e. General teaching issues	11.8
f. Curriculum development	4.7
g. Technological, commercial and economic change	3.8

* % of all respondents attending such programs

Those activities indicated by the letters a, b, c, d and g would seem to have the most direct relevance to careers teachers and counsellors and accounted for the in-service activities attended by approximately 75% of the respondent sample.

Training emphasis on migrant and refugee youth

Tables 3.15, 3.16, 3.17 and 3.18 provide an indication of the extent to which, in the perception of careers teachers and counsellors, their initial and subsequent training in the careers field drew attention to the significance of, or placed emphasis upon, the special careers choice/transition problems of migrant and refugee youth. The message of these tables is clear and overwhelming - the vast majority of careers teachers and counsellors received, at best, only a sketchy introduction to the special needs of such students.

For example, Table 3.15 shows that only 6.3% of respondents indicated that their initial training had either extensively or very extensively alerted them to the special career choice/transition needs of migrant and refugee youth, whereas 45.4% indicated that such needs were not mentioned at all, and a further 21.6% noted that these needs were mentioned only in passing. There are only minor differences in the pattern of responses from state to state, or between respondents from the government and non-government schools.

Table 3.16 reinforces the lack of articulated concern for the special needs of migrant and refugee youth within the context of initial training programs. Indeed, only 2.5% of respondents felt that their initial training prepared them

Table 3.15: The extent to which initial training alerted teachers to the special career choice/transition problems of migrant/refugee youth, as a percentage

	Extensively or very extensively	To a moderate extent	Mentioned in passing	Not mentioned
ACT Government	-	9.1	9.1	81.8
Non-government	-	-	-	-
NSW Government	5.0	35.0	27.5	32.5
Non-government	20.0	40.0	10.0	30.0
NT Government	-	16.7	-	83.3
Non-government	-	33.3	-	66.7
QLD Government	4.0	36.0	24.0	36.0
Non-government	-	33.3	22.2	44.4
SA Government	-	17.6	35.3	47.0
Non-government	-	33.3	-	66.7
TAS Government	-	-	40.0	60.0
Non-government	-	-	-	-
VIC Government	8.9	30.3	21.4	39.4
Non-government	4.6	18.1	18.1	59.2
WA Government	4.2	20.8	25.0	50.0
Non-government	40.0	-	20.0	40.0
All states				
Government	4.9	27.0	23.8	44.2
Non-government	11.5	25.0	13.5	50.0
Total	6.3	26.7	21.6	45.4

either extensively or very extensively to meet these needs, while 51.8% indicated that such needs were not mentioned at all. Once again, comparisons between states, and between government and non-government schools do not yield major or meaningful divergences from the general pattern.

Perhaps, as might be expected, a slightly greater percentage of respondents (9.3%) indicated that they perceived in-service courses to have focused either extensively or very extensively on the special career choice/transition problems likely to be faced by migrant and refugee youth (Table 3.17). Yet, 45.9% indicated that in the in-service programs they had attended, such issues received no mention at all, and a further 30.0% indicated that these were mentioned only in passing. Table 3.18, however, shows that only 5.5% of respondents indicated that the in-service programs they had attended prepared them either extensively or very extensively to handle these special needs, while 47.1%, a figure consistent with that of Table 3.17, indicated that in-service programs did not prepare them at all for handling the specific problems of migrant and refugee youth. Only in South Australia do in-service

Table 3.16: Extent to which initial training prepared teachers for the special careers choice/transition problems of migrant/refugee youth, as a percentage

	Extensively or very extensively	To a moderate extent	To a minor extent	Not at all
ACT Government	-	9.1	18.2	72.7
Non-government	-	-	-	-
NSW Government	7.5	22.5	30.0	10.0
Non-government	-	30.0	20.0	50.0
NT Government	-	-	-	100.0
Non-government	-	66.7	-	33.3
QLD Government	4.0	20.0	28.0	48.0
Non-government	-	22.2	-	77.8
SA Government	-	17.6	29.4	62.0
Non-government	-	-	66.7	33.3
TAS Government	-	-	40.0	60.0
Non-government	-	-	-	-
VIC Government	1.8	23.1	32.0	43.1
Non-government	4.6	13.7	13.7	68.0
WA Government	-	16.6	37.4	46.0
Non-government	-	-	40.0	60.0
All states				
Government	2.7	18.9	29.7	48.7
Non-government	1.9	23.0	13.4	61.7
Total	2.5	19.5	26.2	51.8

program organisers seem to have directed significant attention to these needs. Clearly, those responsible for developing appropriate initial training programs and subsequent in-service activities have not seen a major need for specific and concentrated focus on the special career choice and transition problems of migrant and refugee youth.

In general, the data provide a clear general profile of careers teachers and counsellors in Australian schools. Most schools have at least one and frequently two people involved in these roles, and two in three of such personnel are male, with more than 70% being 30 years or older. There is a clear dominance of people of Anglo background in careers teaching and counselling posts and, while virtually all have a teaching qualification, very few have been trained specifically in psychology or counselling and few have facility of any kind in a language other than English. For the vast majority, their initial and subsequent training has paid little, if any, attention to the needs of migrant and refugee youth.

Table 3.17: Extent to which in-service courses focused on the special career choice/transition problems likely to be faced by migrant/refugee youth, as a percentage

	Extensively or very extensively	To a moderate extent	Mentioned in passing	Not mentioned
ACT Government	-	9.1	36.4	54.5
Non-government	-	-	-	-
NSW Government	5.0	12.5	40.0	42.5
Non-government	20.0	20.0	20.0	40.0
NT Government	33.3	-	16.7	50.0
Non-government	-	-	-	100.0
QLD Government	-	8.0	12.0	80.0
Non-government	11.1	-	22.2	66.7
SA Government	17.6	5.9	41.2	35.3
Non-government	66.7	33.3	-	-
TAS Government	-	20.0	80.0	-
Non-government	-	-	-	-
VIC Government	14.2	19.6	30.3	35.9
Non-government	-	22.8	31.9	45.3
WA Government	8.3	25.0	25.0	41.7
Non-government	-	-	40.0	60.0
All states				
Government	9.2	14.6	31.3	44.9
Non-government	9.6	15.4	25.0	50.0
Total	9.3	14.8	30.0	45.9

SCHOOL ORGANISATION AND CURRICULUM ISSUES

The questionnaire sought information relating to the general and specific patterns of organisation of careers teaching and counselling in Australian schools; the content of the careers teaching units; the extent to which community agencies such as the Regional Education Office and Commonwealth Employment Service support such programs and teaching units; the role of work experience; the general provision of careers information to pupils; issues of evaluation and assessment of student performance within careers education programs; and general issues with specific relevance to migrant and refugee youth. The emphasis is placed on the general Australian pattern, except where analysis of the data has revealed significant differences among states or between government and non-government schools.

Table 3.18: Extent to which in-service courses prepared respondents to deal with the special career choice/transition problems likely to be faced by migrant/refugee youth, as a percentage

	Extensively or very extensively	To a moderate extent	To a minor extent	Not at all
ACT Government	9.1	-	36.4	54.5
Non-government	-	-	-	-
NSW Government	7.5	12.5	32.5	47.5
Non-government	-	10.0	30.0	60.0
NT Government	-	50.0	-	50.0
Non-government	-	-	-	100.0
QLD Government	4.0	12.0	16.0	68.0
Non-government	-	22.2	11.1	66.7
SA Government	17.6	5.9	41.2	35.3
Non-government	33.3	66.7	-	-
TAS Government	-	20.0	80.0	-
Non-government	-	-	-	-
VIC Government	5.3	26.7	26.7	41.3
Non-government	-	31.9	27.3	40.8
WA Government	4.2	16.6	33.3	45.9
Non-government	-	-	40.0	60.0
All states				
Government	6.5	17.3	30.2	46.0
Non-government	1.9	23.0	23.0	52.1
Total	5.5	18.6	28.8	47.1

Timetable allocations for careers teaching

Table 3.19 shows the percentage of respondent schools indicating that careers teaching is timetabled as either a compulsory or elective unit at each year level.

The pattern is clearly one in which, for both government and non-government schools, the greatest significance, at least in timetable terms, is placed on careers teaching at Year 10. At this level, 76.1% of government schools indicated that careers teaching was available as either a compulsory unit (59.2%) or an elective unit (16.9%). For the non-government schools, the overall figure was 68.0%, with 64.0% indicating a compulsory approach and 4.0% an elective approach. The vast majority of schools did not offer either compulsory or elective careers units at Years 7 and 8, and only about 40% did so at Year 9. Likewise, there was a much reduced amount of timetabled time devoted to careers units at Years 11 and 12. The major thrust, in terms of formal curriculum time via the timetable, was at Year 10, which generally

Table 3.19: Careers teaching timetabled allocation*

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Not available						
Government	94.4	83.1	61.2	23.9	64.8	78.1
Non-government	96.0	86.0	58.0	32.0	62.0	76.0
Compulsory unit						
Government	4.2	12.0	29.6	59.2	19.78	11.3
Non-government	4.0	12.0	38.0	64.0	24.0	12.0
Elective unit						
Government	1.4	4.9	9.2	16.9	15.5	10.6
Non-government	-	2.0	4.0	4.0	14.0	12.0

* % of respondent schools in all states

corresponds with the final year of compulsory schooling across the country. The pattern was consistent across all states and territories.

Organisation of timetabled careers teaching

In those schools where careers teaching was a formal timetabled entity, the major organisational pattern at Years 7 and 8 was for a single block unit of two or three lessons per year, and at Year 10 a single block unit of four or five lessons per year. Where careers teaching occurred on a weekly basis throughout the year then the average number of lessons per week at Years 7, 8 and 9 was one. At these levels semester block units tended to be of approximately three lessons.

Some 41.5% of schools reported that they organised careers teaching on a weekly basis for Year 10 throughout the year. In those cases, the average number of lessons per week was one and in only a few instances did it exceed two lessons per week. Approximately 29% of schools reported that they organised a block unit of lessons per term or semester, and a further 29% reported that they used a single block unit of lessons per year as the organisational mode. In either case, there would be an average 10 to 12 lessons in each block unit - although a few schools reported more than 20 lessons and some reported fewer than eight lessons. New South Wales schools were more likely than those in other states to organise careers education throughout the year on the basis of one or two lessons per week.

At Years 11 and 12 the main organisational mode was the single block unit per year - with approximately 5 to 6 lessons being the average unit length. The block unit per semester was the least favoured at this level. Some 35% of respondent schools with timetabled careers units at Year 11, and 38% at Year 12, reported that they provided one or two careers education lessons each week.

With the relatively minor exception, already noted, of New South Wales schools at Year 10, there were no significant differences in organisational pattern

Table 3.20: Careers education average time per week in students' final year of schooling *

	Nil	1-15 minutes	16-30 minutes	31-45 minutes	46-60 minutes	1-2 hours	2-3 hours	3-4 hours	4-5 hours	More than 5 hours
ACT Government	37.5	-	12.5	25.0	-	12.6	-	12.5	-	-
Non-government	-	-	-	-	-	-	-	-	-	-
NSW Government	14.3	5.7	25.7	42.8	2.9	5.7	2.9	-	-	-
Non-government	37.5	-	12.5	12.5	12.5	12.5	12.5	-	-	-
NT Government	100.0	-	-	-	-	-	-	-	-	-
Non-government	-	-	-	-	100.0	-	-	-	-	-
QLD Government	18.8	37.5	6.3	12.6	12.5	6.3	6.3	-	-	-
Non-government	14.3	28.6	-	57.1	-	-	-	-	-	-
SA Government	27.3	27.3	9.1	-	18.2	-	9.1	-	9.1	-
Non-government	-	50.0	-	-	25.0	25.0	-	-	-	-
TAS Government	-	33.3	-	-	-	66.7	-	-	-	-
Non-government	-	-	-	-	-	-	-	-	-	-
VIC Government	41.9	23.3	16.3	4.7	9.3	-	-	2.3	-	2.3
Non-government	31.6	26.3	15.8	10.5	10.5	5.3	-	-	-	-
WA Government	13.3	13.3	33.3	26.7	-	13.3	-	-	-	-
Non-government	-	50.0	50.0	-	-	-	-	-	-	-
All states										
Government	27.1	17.3	18.1	18.8	6.8	6.8	2.3	1.5	0.7	0.7
Non-government	23.3	25.6	14.0	16.3	11.6	7.0	2.3	-	-	-
Total	26.1	18.3	17.0	18.2	8.0	6.8	2.3	1.1	0.6	0.6

* % of schools reporting each time span

between states, or between government and non-government schools at the various levels. Overall, the data collected in response to the question regarding average time per week given to careers education supports the pattern already described.

At Years 7, 8 and 9, where careers education is a formal timetable commitment, it was estimated by careers teachers across Australia that students received, on average, less than one hour per week. A somewhat higher figure (2.5 hours per week) was reported for both New South Wales government and non-government schools. At Year 10 the Australian average was approximately 2.0 hours per week, although reportedly higher (3.1 hours per week) in New South Wales and Victorian government schools. Table 3.20 provides a further perspective on the amount of time (both timetabled and not timetabled) devoted to careers education for students in the final year of schooling in all respondent schools.

Overall, 26.1% of schools reported that students in their final year of schooling received no careers education, while a further 36.3% reported that careers education occupied an average of thirty or fewer minutes per week. The pattern is reasonably consistent from state to state, although a relatively high percentage of government schools in Victoria (41.9%) indicated that students in their final year of schooling received no careers education.

Most schools reported that, in ideal circumstances, they would wish for a greater weekly allocation of time devoted to careers education for students undertaking their final year of schooling. Only 4.4% indicated that they would not want students in their final year of schooling to be involved in careers education, whereas 64.1% reported that each final year student should receive between thirty minutes and two hours of careers teaching each week.

As one other perspective on the provision of careers education, schools in which no timetable provision was made were asked to indicate the extent to which they felt that careers education was still a definable but informal curriculum entity. Table 3.21 reports the pattern of response to that question.

While the majority of schools in this category reported that there was little or no provision, even on an informal basis, for careers education at Years 7, 8 and 9, the position was the reverse for Years 10, 11 and 12. Understandably, it would seem that as pupils approach the final years of schooling, there is at least some effort made to incorporate some informal careers education into the curriculum. These patterns are also consistent from state to state and between government and non-government schools.

Careers counselling - formal arrangements

The general pattern of organisation of formal careers counselling for all schools in the sample is shown in Table 3.22.

Clearly, group counselling was used as the sole form of organisation in fewer than one in ten schools, although it was more common for pupils at Years 7, 8 and 9. Individual counselling was used as the sole means in about one in four government schools at all levels, but was not quite so common in non-government schools. Indeed, the most common form of counselling was a combination of both group and individual modes, and this was especially so at Years 9, 10, 11 and 12. At Year 10, 77.5% of government schools and 54.0% of non-government schools organised careers education in this way. When all three types are combined, it is clear that careers counselling was more prevalent as a formal entity at all levels in government schools than in non-government schools. There were few major state differences, although 66.7% of Victorian schools

Table 3.21: Extent to which careers education is a definable/informal but not a timetabled curriculum entity *

		To a very great extent	To a great extent	To a very little extent	Not at all
Year 7	Government	6.0	3.6	73.5	16.9
	Non-government	0.0	10.3	62.1	27.6
Year 8	Government	4.3	11.3	71.3	13.0
	Non-government	0.0	19.4	61.3	19.4
Year 9	Government	5.3	34.7	53.7	6.3
	Non-government	3.6	25.0	64.3	7.1
Year 10	Government	23.7	47.5	27.1	1.7
	Non-government	30.0	45.0	25.0	0.0
Year 11	Government	18.8	45.8	31.3	4.2
	Non-government	15.4	46.2	38.5	0.0
Year 12	Government	27.2	37.0	31.5	4.3
	Non-government	9.1	54.5	36.4	0.0

* % of each year level in all states

Table 3.22: General organisation of normal careers counselling at each year level *

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Group counselling only						
Government (N=142)	4.9	7.0	10.6	2.1	1.4	1.4
Non-government (N=50)	6.0	8.0	8.0	8.0	0.0	0.0
Individual counselling only						
Government (N=142)	25.4	33.8	27.5	20.4	29.6	26.8
Non-government (N=50)	8.0	12.0	10.0	14.0	22.0	24.0
Both group and individual counselling						
Government (N=142)	7.0	24.6	50.7	77.5	59.2	57.0
Non-government (N=50)	14.0	16.0	30.0	54.0	42.0	40.0
No formal arrangements						
Government (N=142)	62.7	34.6	11.2	0.0	9.8	15.3
Non-government (N=50)	72.0	64.0	52.0	24.0	36.0	36.0

* % of respondent schools in all states

reported offering formal counselling to students at Years 7 and 8 - a figure, at least at Year 7, well above the Australian average. The use of individual counselling was also reported more frequently in Victorian schools than in those of other states.

Individual counselling

Table 3.23 shows the average number of individual careers counselling sessions received by each student in those schools (approximately 96% of the sample) offering individual counselling, either solely or in conjunction with group counselling.

Ignoring differences between states and systems, it appears that 30.1% of pupils received three individual careers counselling sessions during their secondary schooling, while 14.2% received one such session, and 26.7% two sessions. A further 28.9% received more than three individual counselling sessions. For students in government schools, the mean number of individual counselling sessions was 3.1, while for non-government schools the mean was approximately 2.6 sessions. Although there were minor differences between the states, the general pattern was reasonably consistent.

Table 3.23: Average number of individual careers counselling sessions received by each student during secondary school years, as a percentage

		1	2	3	4	5	More than 5
ACT	Government	62.5	-	37.5	-	-	-
	Non-government	-	-	-	-	-	-
NSW	Government	12.8	35.9	17.9	15.4	5.1	12.8
	Non-government	14.3	57.1	14.3	-	-	14.3
NT	Government	-	50.0	50.0	-	-	-
	Non-government	-	-	100.0	-	-	-
QLD	Government	17.6	23.5	29.4	11.8	5.9	11.8
	Non-government	20.0	40.0	40.0	-	-	-
SA	Government	10.0	-	60.0	20.0	-	10.0
	Non-government	-	33.3	66.7	-	-	-
TAS	Government	66.7	-	-	-	-	33.3
	Non-government	-	-	-	-	-	-
VIC	Government	6.5	13.0	34.8	21.7	8.9	15.2
	Non-government	15.0	30.0	20.0	20.0	5.0	10.0
WA	Government	-	50.0	35.7	7.1	-	7.1
	Non-government	25.0	50.0	-	-	-	25.0
All states							
	Government	13.8	23.2	31.2	15.2	5.1	11.6
	Non-government	15.8	39.5	26.3	10.5	2.6	5.3
Total		14.2	26.7	30.1	14.2	4.5	10.2

As Table 3.24 reveals, 26.4% received 16 to 30 minutes of individual counselling in their final year of schooling, a further 16.9% received 31 to 45 minutes, and 16.9% 45 to 60 minutes. Approximately 32% of pupils received more than one hour of counselling in their final year. A slightly larger percentage of government school pupils (67.7%) received more than 30 minutes counselling than did non-government school pupils (58.9%). There were no major differences between states.

Table 3.24: Extent of individual careers counselling received by each student in his/her final year of schooling *

	Government	Non-government	Total
Nil	2.1	2.6	2.2
1 - 15 minutes	5.0	7.7	5.6
16 - 30 minutes	25.2	30.8	26.4
31 - 45 minutes	15.8	20.5	16.9
46 - 60 minutes	18.7	10.3	16.9
1 - 2 hours	16.5	12.8	15.7
2 - 3 hours	7.2	5.1	6.7
3 - 4 hours	2.1	-	1.7
4 - 5 hours	1.4	-	1.1
More than 5 hours	5.8	10.3	6.7

* % of respondent schools in all states

As one might expect, when careers teachers and counsellors were asked about the amount of individual counselling students in their final year should receive, the amount of time indicated was greater than the actual. Overall, 65.6% of schools reported that ideally, they would prefer that their final year pupils received more than one hour of individual counselling. There was only a small difference in this regard between the response of government schools (66.9% holding this view) and non-government schools (61.4%). This result is also consistent with that obtained when information was sought about the ideal level of careers teaching students should receive. In both responses, there was clear evidence that schools, at least as represented by the careers teacher and/or counsellor, would like to see a significant increase in time allocated to careers education.

Stimulus for individual counselling

The initial motivation or stimulus for an individual counselling session may come from a student seeking advice from a counsellor, or from the counsellor offering students the opportunity for counselling sessions. Of course, in the latter case, it may well be that counsellors will offer individual counselling opportunities only to those students they believe to be most in need. Table 3.25 shows the relative significance of each of these initiating strategies as reported by careers counsellors across Australia. State data has not been published because there are virtually no differences in the pattern from state to state. Similarly, the table ignores the minor differences between government and non-government schools.

Table 3.25: Initial motivation for individual counselling, as a percentage

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Student-initiated	86.8	81.4	68.8	43.8	52.5	44.7
Counsellor-initiated by offer to each student	6.1	9.7	15.9	45.1	39.0	47.4
Counsellor-initiated by offer to each student in need	7.1	8.9	15.3	11.1	8.5	7.9

At the junior secondary levels (Years 7, 8 and 9) students were clearly the major initiators of individual counselling sessions, but this changed in Year 10 when counsellors were most likely to initiate such sessions by making them available to all students. However, even at Years 10, 11 and 12, students remained major initiators of such counselling sessions - and it was reported generally that about 45% of individual sessions were initiated by students. The greater significance of counsellor-initiated sessions at these levels is understandable, given that there was such a limited counselling service available in schools. It would seem that counsellors were most likely to see their role as being more important as students approached the point of transition to either the workforce or the tertiary education sector. Counselling of individuals judged to be 'in need' was not a general occurrence, although when it did occur it was more likely to be at senior levels.

Parental attendance at individual counselling sessions

Table 3.26 provides information about parental attendance at individual counselling sessions.

The table reveals that parents were rarely invited to attend individual counselling sessions at Years 7 and 8, but at Years 10, 11 and 12 they were invited on about 70% of occasions. After Year 8 it was more likely that parents would be invited by the counsellor only after he/she had discussed this with the student concerned. Unfortunately, as Table 3.27 reveals, a great many parents did not respond to these invitations, especially if their children were in the junior secondary years.

Overall, it would appear that about 60% of parents of students in Years 10, 11 and 12 on most occasions attend interview sessions with a counsellor when invited to do so: some 40% of parents only occasionally, if ever, attend such sessions. Table 3.28 indicates the extent to which migrant parents were more or less likely to attend individual counselling sessions than were non-migrant parents.

Table 3.26: Parental attendance at individual counselling sessions at each year level, as a percentage

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Parents invited by student	7.2	12.4	15.9	15.0	15.9	16.5
Parents invited by counsellor	10.8	14.0	18.5	23.5	21.2	21.3
Parents invited by counsellor after consultation with student	9.6	8.5	20.5	27.0	33.5	32.3
Parents rarely, if ever, invited	72.3	65.1	45.0	34.5	29.4	29.9

Table 3.27: Extent to which parents attend individual counselling sessions when invited, as a percentage

		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
All the time	Government	16.3	20.3	17.6	17.0	18.6	18.4
	Non-government	10.0	16.6	28.6	19.4	25.9	26.9
	Overall	15.3	19.3	19.8	17.6	20.2	20.2
Mostly	Government	30.6	29.7	36.5	41.1	42.2	40.8
	Non-government	-	37.5	19.0	33.3	29.6	26.9
	Overall	25.4	31.8	33.0	39.2	39.5	38.0
Fifty per cent of the time	Government	4.1	4.7	4.7	8.0	7.8	6.8
	Non-government	10.0	4.2	4.8	8.3	3.7	3.8
	Overall	5.1	4.5	4.7	8.1	7.0	6.2
Only occasionally	Government	26.5	29.7	29.4	28.6	28.4	29.1
	Non-government	40.0	20.8	28.6	36.1	37.0	38.5
	Overall	28.8	27.3	29.2	30.4	30.2	31.0
Never	Government	22.4	15.6	11.8	5.4	2.9	4.9
	Non-government	40.0	20.8	19.0	2.8	3.7	3.8
	Overall	25.4	17.0	13.2	4.7	3.1	4.7

Table 3.28 also suggests that most careers counsellors believed that migrant parents were not much more likely to attend counselling sessions than non-migrant parents. Some 28% to 30% of counsellors perceived migrant parents as much less likely than other parents to attend individual counselling sessions. This perception was consistent for parents of students at all year levels across Australia, in both government and non-government schools.

Table 3.28: The extent to which migrant parents were more or less likely than other parents to attend individual counselling sessions, as a percentage

	Much more likely	About the same	Much less likely
Year 7	0.0	72.0	28.0
Year 8	4.0	68.0	28.0
Year 9	7.6	66.3	26.1
Year 10	6.6	66.1	27.3
Year 11	5.6	63.9	30.6
Year 12	3.8	66.7	29.5

Interpreter facilities for migrant parents

Table 3.29 reveals the reported availability of interpreter facilities for migrant parents attending individual counselling sessions between counsellor and student.

Table 3.29: Availability of interpreter facilities in schools for migrant parents attending individual counselling sessions, as a percentage

	Available	Not available	No response
ACT	0.0	50.0	50.0
NSW	17.8	66.7	15.5
NT	66.7	33.3	0.0
QLD	18.5	51.9	29.6
SA	40.0	26.7	33.3
TAS	0.0	100.0	0.0
VIC	52.8	30.6	17.4
WA	21.1	57.9	21.0
All states	32.3	46.4	21.3

One in three of the sample schools reported that they had interpreter facilities to assist migrant parents attending counselling interviews. In Victoria and South Australia, where there are large migrant populations, the level of interpreter availability was above the national average (eg. Victoria 52.8% and South Australia 40.0%) but New South Wales and Western Australia,

which also have large migrant populations, reported a much lower level of interpreter availability - 17.8% and 21.1% respectively.

Community support for careers teachers

Table 3.30 presents the level of support from various local government and other community agencies reported by schools.

Table 3.30: Community institution/agency support for careers teachers *

	Very strong support	Strong support	Moderate support	Occasional support	Very rarely	No response
Local Regional Education Office	20.7	17.6	21.3	18.6	21.8	-
Local CES Youth Resource Officer	21.3	31.4	27.7	16.0	3.7	-
Education Department Careers Education Office	18.6	19.1	21.8	20.2	20.2	-
Department of Employment and Industrial Relations	10.1	17.0	15.4	24.5	33.0	-
Tertiary Education Advisory Council	6.9	9.0	9.6	11.7	36.2	26.6
Other government agencies	4.8	10.6	5.9	7.4	27.1	44.1
Migrant Resource Centres	-	3.7	1.6	6.9	56.9	31.9
Migrant Language Centres	0.5	1.6	2.1	6.4	58.0	31.4
Other community agencies	3.2	9.0	10.0	11.2	26.6	39.9

* % of respondent schools, all states

The strongest support appears to have come from key agencies such as local Regional Education Offices, CES Youth Resource Offices and Education Department Careers Education Offices. The Department of Employment and Industrial Relations was seen as offering only moderate support, while other agencies appear to have provided little support to most schools. Accessibility of agencies will be a factor influencing their ability to offer support to schools in some areas, but the fact that so many schools indicated that they used some agencies 'very rarely' implies that they did at least know of their existence. The pattern revealed by the table is consistent across the states, and there were no significant differences between government and non-government schools.

Careers education courses or units

This section examines the cognitive and affective elements of careers education courses or units and the importance attached to various elements by school careers teachers or counsellors. Table 3.31 indicates the level of importance

Table 3.31: Importance given to particular elements within current careers education, courses or units *

	Very important	Important	Moderately important	Not so important	Unimportant
1. Knowledge of the world of work	50.0	41.5	5.7	2.8	-
2. Knowledge of the nature and value of further education	42.8	43.3	11.6	2.3	-
3. Understanding of self	61.8	30.6	4.7	2.3	0.6
4. Knowledge of jobs (including job changes)	38.2	45.5	13.9	2.4	-
5. Work experience	67.1	24.7	5.9	1.8	0.6
6. Decision-making skills	39.0	41.8	15.8	2.3	1.1
7. Knowledge of agencies such as CES	38.9	44.6	13.7	1.7	1.1
8. Inter-personal communication	28.0	37.8	25.6	8.5	-
9. Job application skills	64.0	26.9	8.0	1.1	-
10. Interview skills	61.0	25.4	11.9	1.7	-
11. Presentation of self	62.9	29.4	5.9	1.8	-
12. Knowledge of training courses (apprenticeships etc.)	39.0	47.9	10.7	2.4	-
13. Need to maximise career options	53.8	34.9	10.7	0.6	-
14. Need to be responsible	40.9	42.6	12.5	4.0	-
15. Changing student job stereotypes	32.9	37.7	21.8	7.6	-
16. Educational requirements of specific careers/jobs	48.2	38.4	12.2	1.2	-

* % of respondent schools, all states

which careers teachers gave to particular elements within their courses or units.

Those elements rated as very important by at least 50% of respondents were:

- work experience (67.1%)
- job application skills (64.0%)
- presentation of self (62.9%)
- understanding of self (61.8%)
- interview skills (61.0%)
- need to maximise career options (53.8%)
- knowledge of the world of work (50.0%).

In other words, the focus was on ensuring that students had experience in the work place, the skills to apply for jobs, and the personal understanding to present effectively for interview. Also stressed was the need for the individual to understand his/her own needs, aspirations and abilities. Maximising career options and knowledge of the world of work were also seen as highly important elements in most courses.

Most of the remaining elements were regarded as at least 'important' aspects of current course structures although, somewhat paradoxically, 'inter-personal communication skills' were given a relatively low status, as was 'changing student job stereotypes'. This latter element is one that might be expected to be given a higher profile in these days of equal opportunity. It would certainly seem to be of vital importance to migrant students, especially girls who are frequently conditioned by their social and cultural environment to view many fields of employment as being either inappropriate or unavailable to them. Detailed examination of response by state suggests a general consistency with this overall pattern, although teachers in Victoria indicated that they attached greater importance to 'changing job stereotypes' than did teachers in other states. It is interesting to note that, when asked to list the three elements (from the list provided and shown here in Table 3.30) which they would regard as being of the greatest importance in a careers program of limited duration at Year 10 level, careers teachers provided the following in order of importance:

- understanding of self
- job application skills
- interview skills/presentation of self.

In other words, the emphasis was on those aspects which relate strongly to the individual, his/her personality, maturity and presentation of self, and therefore directly to their ability to seek, obtain and hold employment.

It is not possible, in any meaningful way, to describe and analyse statistically the responses to those questions which sought information about the special provisions for migrant and refugee youth which are made within current programs and those provisions which careers educators deem necessary if the careers education needs of migrant and refugee youth are to be met properly. The questionnaires revealed that many teachers had simply not thought about these issues. Rather, the following provides a general resume of the comments made by those teachers employed in schools with a significant migrant and/or refugee enrolment.

At one extreme, there was the comment from one teacher to the effect that 'they are treated no differently'. While this was an isolated comment, the fact that 80% of respondents offered no comments at all about 'current special provisions for migrant and refugee youth' could indicate that this teacher's remark may

reflect a far more general practice. Of course, there were several teachers who argued that their schools offered elective careers education units and, within that context, any special provisions for any group would imply or create the impression of stereotyping. Hence, they offered no such provisions. Overall, however, some 20% of careers educators across Australia indicated that they did make some, albeit limited, special provisions for migrant and refugee youth.

It appears that where special provisions were made they fell into two general categories:

- the provision of appropriate language assistance, whether by using the school-based ESL staff, outside interpreters, or documents printed in community languages, and

- the provision of work experience in supportive and non-threatening environments.

However, although these provisions are in themselves highly commendable, there is little to suggest that schools anywhere in Australia have seen the need to create a careers education program for migrant and refugee youth substantively different to that offered to Australian-born students. This conclusion is not greatly altered by consideration of the specific comments made by careers teachers when asked about the special provision which would be necessary for an effective program in careers education for migrant and refugee youth. On the other hand, this question did elicit responses from approximately 45% of careers teachers, compared to a response rate of only 20% to the question about current provisions.

The following selection of comments about 'necessary special provisions' represents the range and substance of comments received and has been organised into two broad groups. The first group comprises those comments most strongly related to the provision of careers education and counselling services in schools, and the second group comprises those suggestions which relate more strongly to the clientele (including the parents).

First group

- There is a need for more suitably qualified (especially language skilled) counsellors who can devote time and expertise to migrant and refugee youth.

- There is a need for more individual counselling.

- We need more support staff in schools to enable careers educators and counsellors to provide individual counselling.

- We need greater access to interpreters.

[We need]

- more staff

- smaller groups and more resources

- greater time support for ESL teachers so that they can provide personal counselling

- more in-service education for careers staff specifically related to

effectively aiding migrant and refugee youth

- more effective co-ordination of community resources so that schools know what is available and where and how to make use of these resources

- increased staff awareness (all staff - not just careers educators) of the problems of migrant and refugee youth.

Second group

[We need]

- more intensive English classes (and mathematics classes) for migrant and refugee youth *

- more materials to be published in community languages including audio-tape material for parents

- greater involvement of migrant parents

- education of migrant parents on the Australian system and how the expectations of various groups in the community (including their own children) may differ from those they currently hold

- education of migrant parents so that they are not overly ambitious for their children

- education of employers to counter some of their anti-migrant attitudes

- a greater program stress on the Australian workforce - to increase knowledge and industrial vocabulary.*

Several pertinent observations can be made after study of this list and of the various other comments made by respondents to the questionnaire. The first is that only two (those marked with an asterisk) make substantive suggestions about the content of careers education programs and units. The second is that many of the provisions suggested would have been argued for if the question had been about providing effective careers education for <u>all</u> students. In other words, while in a few schools the pressure of high migrant and refugee enrolments may make communication difficult and demand greater language support, it does seem that there was not a major case made for special careers education provisions for migrant and refugee youth. As several respondents stated, 'there is no evidence that migrants are disadvantaged in this area'.

<u>Work experience</u>

The general provision of work experience for students in Years 9, 10, 11 and 12 is shown in Table 3.32.

The clear conclusions to be drawn from the table are that:

- the greatest concentration on work experience occurs at the Year 10 level, which is for most pupils their final year of compulsory schooling

- the normal length of a work experience segment is, on average, one to two weeks

- about 10% of all work experience fits a slightly different model - that is, it is often student initiated and organised. In many schools,

students make contact with employers and virtually organise the whole experience, although the careers teacher is responsible for formalising the activity and ensuring that employers are aware of school policy, responsibilities, etc.

Table 3.32: Provision for work experience in Australian schools Years 9 - 12 *

	Year 9**	Year 10	Year 11	Year 12
Nil	79.2	9.0	42.7	70.1
One week per year	8.9	35.4	18.3	6.8
One session of two weeks per year	1.0	33.3	13.0	5.7
Two sessions of one week per year	-	12.0	8.3	3.6
Two sessions of two weeks per year	-	2.1	3.1	1.0
Other (eg. individual request)	10.9	8.3	14.6	12.0

* % of respondent schools, all states

** Victorian and New South Wales schools were somewhat more likely than schools in other states to offer work experience at Year 9, often at the end of the school year and organised by the student.

Overall, the data suggest little in the way of real differences between government and non-government schools, or between schools in different states.

Matching individuals with job type

Table 3.33 shows the general policy in regard to the way in which individual students are matched with specific jobs for work experience.

Table 3.33: Matching individual students with jobs, Years 9 to 12*

	Student preference only	Staff judgement only	Student staff consultation
Year 9	34.7	4.1	61.2
Year 10	29.3	1.6	69.1
Year 11	28.7	0.9	70.4
Year 12	28.6	0.0	71.4

* % of schools offering work experience at each level, all states

Clearly, it is extremely rare for students at any level to be allocated to jobs on the basis of staff judgement alone. At Years 10, 11 and 12 the matching of

students with jobs would appear to be, in about 70% of cases, a matter for joint consultation between staff and students. In the other (approximately 30%) of cases it was each student's preference that determined which job was taken for the work experience program.

Factors influencing student job decisions

Careers teachers were also asked to indicate the level of importance they attached to a number of factors when placing students for work experience. Subsequent interviews and written comments from respondents indicated that, even where students were given their own choice, careers teachers encouraged them to consider these factors at about the same level of significance. Table 3.34 shows the importance which careers teachers attached to these factors.

Table 3.34: Matching individual students with jobs: the importance of three specific factors *

Factor		Very important	Important	Moderately important	Not so important	Unimportant
Students' current interests and ambitions	Year 9	37.5	29.2	22.9	8.3	2.1
	Year 10	46.4	38.0	15.6	-	-
	Year 11	57.0	37.7	5.3	-	-
	Year 12	68.7	28.4	2.9	-	-
The desire to broaden student experience	Year 9	36.2	53.2	8.5	2.1	-
	Year 10	46.0	40.9	12.5	0.6	-
	Year 11	42.1	44.9	11.2	1.8	-
	Year 12	45.9	36.1	14.8	3.2	-
Employer specifications re type of person required	Year 9	12.3	26.3	36.8	17.5	7.1
	Year 10	15.8	29.5	32.6	18.4	3.7
	Year 11	16.0	29.4	32.8	21.0	0.8
	Year 12	12.5	37.5	26.6	23.4	-

* % of schools offering work experience at each level

Overall, it seems that teachers generally considered the students' current interests and ambitions, and their need to broaden experience, as the key factors, with the former becoming increasingly important as students progressed from Year 9 to Year 12. Employer specifications as to the type of people they require were regarded as of only moderate importance. This does not necessarily mean that teachers ignored such specifications, but rather that employers themselves did not make very specific requests and, therefore, their influence on job placement is of lesser significance in comparison with the other two factors.

Payment

Table 3.35 shows the practice relating to payment of students for work done during work experience programs. The table focuses on Year 10 students, and

allows for state by state comparisons. However, analysis of the data shows quite clearly that the pattern at Year 10 in each state is also typical of the pattern at Years 9, 11 and 12.

Table 3.35: Payment for work experience: an analysis of data relating to Year 10 students in each state and for Australia *

	Paid a nominal sum	Paid at the discretion of the employer	Payment discouraged	Payment not permitted
ACT	-	-	-	100.0
NSW	-	25.0	37.5	37.5
NT	-	-	-	100.0
QLD	-	-	8.0	92.0
SA	-	-	27.3	72.7
TAS	-	-	-	100.0
VIC	59.1	40.9	-	-
WA	-	5.6	33.3	61.1
All states	22.3	22.9	15.4	39.4

* % of schools offering work experience at Year 10

Without question, the most striking feature of this table is the very different practice followed in Victoria, compared to that of other states. In Victoria, virtually all students were paid for work experience - either a pre-determined nominal sum or an amount determined by the employer. Yet, in the other states, payment was actively discouraged or prohibited. It is not easy to find a logical and/or job-related reason for the difference in practice, nor does it seem to create any real differences in the availability of jobs because, as has been noted previously, some 91% of the schools in this sample offered work experience to Year 10 students.

Availability to parents of information in community languages

Only 30 (15.6%) of schools indicated that material relating to work experience programs was available in community languages, and 24 (80%) of these were Victorian schools. This would seem to be a most serious deficiency and must contribute to the lack of real contact and liaison between staff (especially careers staff and counsellors) and parents.

Those languages in which some material on work experience programs had been made available include:

- Greek (16 schools)
- Italian (14 schools)
- Vietnamese (8 schools)
- Arabic (4 schools)
- Chinese (4 schools)
- Lebanese (3 schools)
- Serbo-Croatian (5 schools)
- Cambodian (2 schools)
- Maltese(2 schools)
- Macedonian (1 school)
- Portuguese (1 school).

The provision of careers information

The questionnaire posed a series of related questions concerning the availability, quality and dissemination of careers information. The results obtained from these questions are summarised in the sections which follow.

Availability of material on careers: general

Table 3.36 summarises the data concerning the way information is made available to students.

Table 3.36: Availability of careers information*

	%
Display boards throughout school	78.1
In careers room	82.3
In careers library	60.9
In general school library	76.6
Handouts to students	89.6
Mailed to parents	19.3
Parents via students	69.3
Parents via careers information sessions	58.3

* % of schools indicating use of particular mode, all states

Clearly, a wide variety of means of making careers information available is used, although these are obviously directed to students rather than parents.

Responses to subsequent questions revealed that careers information was regularly updated in virtually all schools. In most schools (83.3%) the material was updated whenever new material became available.

Information sessions for parents were organised by nearly 60% of schools and were usually timetabled on a once-a-year basis. Table 3.37 shows the general time organisation of such sessions.

Table 3.37: Frequency of career information sessions for parents *

	%
Less than once a year	19.7
Once a year	49.6
Twice a year	22.2
More than twice a year	8.5

* % of schools holding such sessions, all states

Availability of careers information to migrant parents

Of vital significance to this study was the finding that only seven of the sample schools were able to state that any of their information sessions were

organised specifically for migrant parents. This means that only about 6% of those schools which offer information sessions organise one or more each year for the particular benefit of migrant parents: this represents only 3.6% of all schools in the sample. Four of these schools were in Victoria, two were in New South Wales, and one was in Queensland.

Marginally more optimistic was the finding that 18 schools (15.3% of the schools holding careers information sessions for parents, and 9.4% of the total sample of schools) claimed that interpreter facilities were available at all information sessions. However, the use of interpreter facilities on such occasions was confined to only 12 schools in Victoria, three in New South Wales and one in each of South Australia, Western Australia and Queensland.

The languages most commonly represented at such sessions were:

- Arabic
- Chinese
- Greek (especially in Victoria)
- Italian
- Maltese
- Spanish
- Turkish
- Vietnamese.

Most commonly, schools offering interpreter facilities did so in more than one language.

Assistance from outside organisations

Table 3.38 shows the extent to which outside organisations were the source of various types of information commonly utilised by careers teachers and counsellors.

Clearly, all three sources were of major importance to careers teachers, although the response suggests a considerable difficulty for schools wishing to obtain printed material in community langauges about careers. While government agencies and education authorities provided some help, it may well be that a more concerted effort should be made to obtain employer assistance in this respect.

Government labour market programs: availability of information

Table 3.39 summarises the responses to the question relating to the availability of literature on various government labour market programs and services.

The evidence of the table suggests a high level of availability of literature relating to programs and support offered by the CES, apprenticeships, TAFE and other tertiary programs. Literature relating to SYETP, EPUY, and CYSS is not quite so widely available.

Visiting speakers

Table 3.40 indicates the extent to which the sample of Australian schools utilises a number of significant employment-related agencies or bodies as a source of visiting speakers.

Table 3.38: Careers information from outside organisations

	Sources		
	Employers and employer associations	Education authorities	Other government agencies (eg. CES)
Printed material on employment and careers (in English)	82.3	84.9	88.5
Printed material on employment and careers (in community languages)	2.6	18.2**	24.0
Visiting speakers	75.5	27.1	75.0
Audio-visual material	40.6	53.1	66.1
Structured work experience	91.7	-	-
Structured curriculum units	-	41.7	-

* % of respondent schools, all states
** predominantly in New South Wales and Victoria

Table 3.39: Availability of literature on government labour market programs and services*

Programs	%
CES	94.8
CYSS	73.9
SYETP	45.8
EPUY	51.6
Apprenticeships	95.5
TAFE	95.5
Tertiary programs	94.8

* % of respondent schools indicating availability, all states

Table 3.40: Sources of visiting speakers*

	Regularly	Often	Seldom	Never	No knowledge
Trade union movement	3.1	4.2	35.4	57.3	7.8
CES	31.8	36.9	24.0	7.3	-
Tertiary institutions	32.3	28.6	23.9	15.2	0.6
Employer groups	13.5	27.1	35.9	23.5	0.6
Local employers	15.6	21.9	38.5	24.0	0.6
Migrant Resource Centres	0.6	3.1	9.9	86.4	12.5
TEAC	1.6	3.6	14.6	80.2	13.0
Unemployed youth groups (eg. CYSS)	6.3	14.1	33.3	46.3	6.3
Past students' association	7.3	11.5	24.0	57.2	5.7

* % of schools utilising each source and general frequency of use, all states

Among those most frequently used were the CES, the various tertiary institutions, major employer groups and local employers. Other groups, including Migrant Resource Centres, were not often called upon to supply speakers for careers education programs. However, most careers teachers were aware of the potential of many agencies and organisations as sources of visiting speakers. The use of Migrant Resource Centres is almost exclusively confined to schools in Victoria and New South Wales. Other bodies that were mentioned by careers teachers included the Armed Forces, individual parents with special expertise, and local legal services.

Evaluation and assessment

Table 3.41 shows the extent to which schools assessed student participation and achievement in careers education programs.

Overall, one in two schools made some formal assessment of student participation, and this pattern was consistent for both government and non-government schools. However, schools in South Australia, the Australian Capital Territory, Victoria and to a lesser extent New South Wales were somewhat above the national average, while Queensland schools and those in Western Australia, the Northern Territory and Tasmania were less likely to use formal assessment within careers education units. The various forms of this assessment are shown in Table 3.42.

Table 3.41: Assessment of student participation in careers education programs*

ACT	62.5
NSW	55.3
NT	33.3
QLD	26.9
SA	64.3
TAS	33.3
VIC	58.2
WA	31.6
All states	50.3

* % of schools reporting assessment

Table 3.42: Modes of assessment of student participation and achievement in careers education programs *

	Written report to student	Written report to parents	Letter grade	Numerical mark	Oral report to student	Oral report to parent
ACT	-	80.0	80.0	-	20.0	-
NSW	1.5	30.8	23.1	3.8	30.8	7.7
NT	-	100.0	100.0	-	-	100.0
QLD	14.3	28.6	14.3	14.3	28.6	14.3
SA	66.7	55.6	55.6	-	22.2	11.1
TAS	100.0	-	-	-	100.0	-
VIC	69.2	56.4	30.8	7.7	20.5	10.3
WA	100.0	50.0	33.3	16.7	50.0	-
All states	60.6	50.0	34.0	6.4	26.6	9.6

* % of schools reporting such assessment

Many schools, quite understandably, utilised more than one approach to assessment - for example, written and oral reports to students, written reports to both parents and students, etc. Very few schools, however, used a numerical mark or reported orally to parents.

Interestingly, the majority of schools (78.7%) that assessed student participation and achievement in careers education programs, were prepared to make these reports available to prospective employers. In fact, all of the schools in this category in Western Australia, New South Wales, the Northern Territory and Queensland were prepared to make the reports available, compared to only 66.7% of schools in Victoria, 55.5% in South Australia, and 60% in the Australian Capital Territory.

In those cases where reports were made available to employers, the practice in virtually every instance was for the report to be in written form. In a limited number of instances (approximately 26% of schools) the report might also be made orally.

Evaluation of curriculum effectiveness

The questionnaire posed several questions relating to the evaluation of program effectiveness. Table 3.43 shows the percentage of schools undertaking such program evaluations, and whether or not the evaluation was undertaken by the careers staff or by others external to the careers programs.

Table 3.43: Evaluation of careers education programs *

	Program evaluation	Evaluated by careers staff	Evaluated by others
	%	%	%
ACT	57.1	100.0	-
NSW	64.4	100.0	-
NT	66.7	100.0	-
QLD	34.8	87.5	12.5
SA	80.0	66.7	33.3
TAS	66.7	100.0	-
VIC	67.1	82.9	17.1
WA	70.6	75.0	25.0
All states	60.7	86.2	13.8

* percentage reporting program evaluation

Some 60% of schools undertook some program evaluation, with the relative percentages somewhat higher in South Australia, Western Australia and Victoria, and lowest in Queensland. In the majority of cases, the evaluation was made by careers education staff although, in both South Australia and Western Australia, schools reported a significant involvement of people other than careers education staff.

In 69% of the schools where such evaluations were undertaken, the process included follow-up of students after leaving school. Some 78.7% of Victorian schools conducting evaluations included such follow-ups, compared to 75.0% in Queensland and Western Australia, and only 58.6% in New South Wales.

Furthermore, 64.7% of schools which evaluated their programs (or 38.9% of all schools in the sample) kept records of student employment patterns, job types, unemployment histories etc. for a period of years. However, such a practice was most common in Victoria (85.1% of schools) and least common in Western Australia (25.0%). Figures for other states were New South Wales (51.3%), Queensland (50.0%) and South Australia (58.3%).

The general evaluation picture is characterised by internal evaluations on a year-to-year basis without concerted and prolonged follow-up of students in a way which might provide some measure of long-term program effectiveness.

Some general issues

The final section of the questionnaire focused on questions specifically relevant to migrant and refugee youth.

Careers information needs

Table 3.44 summarises the data collected on the extent to which careers teachers perceived the careers information needs of students of Australian-born parents as differing from those of students from other backgrounds.

Table 3.44: Extent to which the careers information needs of students of Australian-born parents differ from those of other students, as a percentage

Comparison groups	A great deal	Moderately	Scarcely at all
Students with parents from other English-speaking countries	2.1	28.1	69.8
Students with parents from non-English-speaking countries	25.0	26.6	48.4

The response suggests that approximately 52% of careers teachers perceived the careers information needs of students whose parents came from non-English-speaking countries to be at least moderately different from the careers information needs of students of Australian-born parents. Furthermore, as Table 3.45 reveals, 19.3% of careers teachers believed that the careers education needs of students whose parents came from non-English-speaking countries were greatly different from those of students with Australian-born parents, and a further 25.0% believed that their needs were moderately different. Yet, the data from these tables sit uneasily beside the earlier reported findings that relatively few schools made any concerted attempt to provide specific programs for such students.

As regards migrant and refugee youth specifically, only 15 (7.8%) of the sample of schools indicated that they offered any special careers education and counselling, and then usually only within the ESL stream. Indeed, there is some evidence from the questionnaire that, to a very great extent, the ESL teachers, because of their language and communicative skills, fulfilled a great many other educational roles for migrant students, including careers education, guidance and counselling. There is, however, little to suggest that in the great majority of schools were special programs in either careers education or counselling provided directly to migrant and refugee youth by careers teachers and counsellors. At best, counsellors may have, in a few instances, offered

Table 3.45: Extent to which the careers education needs of students of Australian-born parents differ from those of other students, as a percentage

Comparison groups	A great deal	Moderately	Scarcely at all
Students with parents from other English-speaking countries	7.3	24.5	68.2
Students with parents from non-English-speaking countries	19.3	25.0	55.7

some extra time for counselling, but the norm was to offer essentially the same program as that offered generally. Schools seem to acknowledge that there are special needs but, whether because of a lack of appropriate material resources or a lack of staff expertise, little is being done. The picture is all too bleak!

Parental expectations and student participation

One of the final questions posed to careers educators was to do with the differing expectations of various parental groups within school communities. This was asked in order to ascertain whether these expectations may themselves be a source of tension between parents and schools, parents of one group as compared to parents of another, and between students and parents. The results are summarised for the total sample of schools in Table 3.46.

The table suggests that careers teachers perceived that:

- Australian-born parents were somewhat less likely than the other two groups of parents to value formal qualifications highly, but they had greater concern for employment-related education. A small percentage of teachers saw Australian-born parents as having few or no expectations.

- Parents from other English-speaking countries tended to follow the general pattern, although they had slightly lower expectations of the returns from mainstream education.

- Parents from non-English-speaking countries differed in that they were seen as expecting more from mainstream education, as having a somewhat higher regard for formal qualifications, and less regard for education for employment.

It is difficult to argue the implications of these findings because it may well be that they represent a more important statement of view for those who wish to seek radical change in the school curriculum as a whole, rather than for careers educators per se. On the other hand, the fact that parents who were born in non-English-speaking countries were seen by careers teachers to be somewhat less concerned about preparation for employment (at least in the short-term arena of the school, and without taking into account their concern for qualifications and general education outcomes) may make it relatively more

Table 3.46: Careers teachers' perceptions of parental expectations*

	Expect a great deal from mainstream education	High level of belief in formal qualifications	Belief in preparation for employment	Little specific sense of expectation
Australian-born parents	25.1	37.2	34.9	2.8
Parents from other English-speaking countries	22.9	44.1	31.2	1.8
Parents from non-English-speaking countries	27.9	48.6	22.9	0.6
Total	25.3	42.8	30.1	1.8

* % of respondents from all schools surveyed

difficult to involve those parents in appropriate interactive careers education and counselling. One might expect that, if careers teachers have accurately assessed parental attitudes on this issue, it would be reflected in the degree of participation by various groups within the school in the careers education program.

The data pertaining to this question of participation are provided in Table 3.47. To some extent, there is evidence in the table, at least in so far as perceived by careers teachers, that students whose parents have been born in non-English-speaking countries were less likely to participate in the full program, especially in the work experience units. Such students were also slightly more likely than the general student corpus to participate in careers education only when it is a compulsory element in the curriculum. The data presented in Table 3.47, therefore, provide support for the argument arising from that presented in Table 3.46 - that parental expectations appear to influence student participation.

The identification of early school leavers

One of the final questions sought to identify the extent to which schools believed that they catered for potential early school leavers by providing specially tailored workforce survival programs. Although 47.0% of all the schools in the sample claimed to have such programs, in only 57.6% of these was a potential early school leaver group identified. Schools in New South Wales were more likely to offer such programs than were schools in other states. There is no evidence, however, of other significant state differences or, indeed, that migrant and/or refugee youth constituted a significant element of such programs.

Table 3.47: Specific group participation in the careers education program as assessed by careers educators, as a percentage

	Total participation in full program	Participation in all of program except work experience	Participation only when compulsory
All students	80.3	4.1	15.6
All boys	79.0	2.9	18.1
All girls	81.7	1.8	16.5
Boys with a background in another English-speaking country	76.5	7.1	16.4
Girls with a background in another English-speaking country	79.1	3.5	17.4
Boys with a background in a non-English-speaking country	69.0	10.7	20.3
Girls with a background in a non-English-speaking country	71.8	10.6	17.6

Synthesis and directions

This section focuses specifically on the series of questions detailed in the evaluation brief.

It draws mainly from the data derived from the questionnaire and school interview phases, as well as utilising perspectives from interviews with key individuals in relevant departments and organisations.

Careers teachers

Across Australia there were on average, 1.7 teachers with responsibility for careers per government school. The corresponding figure for non-government schools was 1.2 teachers. In Victoria, Western Australia and New South Wales there was no significant difference in provision between the government and non-government schools, although in Queensland and South Australia the government provision was almost double that of the non-government schools.

Careers teachers across the country were dominantly male, with a modal age between 31 and 40. Female careers teachers were also mainly in this age bracket, although many more females than males were aged between 21 and 30. Australia, or another English-speaking country, was the birthplace for 96% of careers teachers in government schools, and for 90% in non-government schools: 12% reported speaking a European language; fewer than one percent indicated

ability to speak an Asian language. The level of reported familiarity with non-Anglo cultures was of the order of 10% for Northern European cultures and considerably less than 10% for all others.

General teaching had been the main professional training for 73% of careers teachers. Fewer than 10% had received direct professional training in careers education and counselling, although some few report training in ancillary fields. While approximately 80% had a degree, and virtually all possessed a teaching qualification, only 1.7% possessed a formal qualification in careers counselling. More than 50% of all careers teachers in the sample received their formal expertise in the area via a basic in-service course. While careers teachers were of incredibly varied background, it is worth noting that almost 50% of them had a background in History/Geography/Social Science.

At the time of the survey, only half of the teachers in government schools, and fewer than 30% of non-government school teachers, reported that careers education was their main professional area. The overwhelming picture is one of careers teachers lacking a strong professional preparation for their role which, in comparison to their other subject teaching responsibilities, many saw as of secondary importance.

Careers teachers indicated a lack of articulated concern for the special needs of migrant and refugee youth in the context of initial training programs - and a consequent lack of preparedness to enable them to respond to these needs. Nine per cent of respondents reported that in-service courses had focused extensively or very extensively on specific transition problems of migrant and refugee youth. Victoria and South Australia appear to be the two states in which such a focus had a higher profile. This was confirmed in discussions with in-service course organisers who readily commented that the specific concerns of migrant and refugee youth received little prominence in current programs. There are some signs that this situation may be improving, with at least one institution intimating the intention to include a more significant component in a proposed Masters program.

Careers teachers' associations seemed to play a larger role in the biggest states, New South Wales and Victoria, and the relatively high level of membership in these states serves to inflate the overall membership figure to more than 50%. While these associations clearly offer valuable support in a number of ways, such as publications and in-service activities, it is equally clear that little specific attention has been given to supporting the careers counselling/information/education needs of migrant and refugee youth. Indeed, some associations seem more concerned with industrial matters affecting the profession - ratios of careers teachers, conditions, legal responsibilities - than with details of the delivery of services.

Careers education in the curriculum

In terms of timetabled careers education allocation, Year 10 had the highest concentration, with 60% of government schools and 64% of non-government schools making it a compulsory unit at that level. In addition, another 18% of government schools and 4% of non-government schools offered an elective unit in careers education.

Relatively few schools timetabled careers education at either Year 7 or 8; about 40% did so at Year 9; 30% at Year 11; and 20% at Year 12. Overall, 26% of schools indicated that students in their final year of schooling received no careers education, while a further 36% of schools supplied, on average, 30 or fewer minutes careers education per week. In general, schools believed that

the status quo was considerably less than ideal, although some indicated that informal attempts were made to introduce careers issues into other areas of the curriculum in Years 10 to 12.

Fifteen per cent of government and 36% of non-government schools had no formalised arrangements for either group or individual counselling at Year 12. In general, it was clear that careers counselling as a formal organisational structure was more typically characteristic of government than non-government schools. The modal number of individual careers counselling sessions a student was likely to receive as part of secondary schooling was three, the majority of such sessions ranging from 16 to 60 minutes.

Parental involvement in individual counselling sessions tended to be invited in about 70% of cases for students in Years 10, 11 and 12. However, some 40% of parents of students at these levels only occasionally, if ever, responded to such invitations. While the majority of careers teachers believed that there was little difference in the response rate of migrant and Australian-born parents, almost 30% perceived migrants as much less likely than other parents to attend individual student counselling sessions. However, the level of availability of interpreter facilities at such sessions almost certainly played a significant role in this. Only one in three of the sample schools reported that such a service was at hand to aid migrant parents.

Information about the liaison of careers teachers with government and community agencies indicates that strong or very strong support was received by 10% to 50% of respondents from their local Regional Education Office, the local CES Resource Officer, and the relevant Education Department Careers Education Office. The strongest 'no response' or 'very rare support' category was that relating to Migrant Language Centres and Migrant Resource Centres where, in each case, the combined percentage was of the order of 85%. One might surmise that this lack of liaison was due primarily to the lack of a tagged careers person in such centres, although staff employed for other duties did attempt to give support when and if they were able.

Initiation into the work place

While the work experience was generally an integral part of careers education at Year 10, information about the work experience program was available in community languages in only 15.6% of schools. Of these, 80% were Victorian schools, suggesting a most serious deficiency in other states.

Nevertheless, there was a high participation rate in work experience on the part of migrant/refugee students. At the same time, careers teachers perceived students of non-English-speaking background as slightly less likely than others to participate in work experience, and also more likely to participate only in compulsory elements of the general careers program. Very few schools provided work experience details in community languages, and it was reported that, even where they were provided, the dialect may be inappropriate and therefore inaccessible to the client group.

Program provision for migrant and refugee youth

The evidence of the questionnaires gives rise to the hypothesis that careers teachers in general had not really devoted a great deal of attention to providing for migrant and refugee students' needs. Reactions ranged from the nil response of 80% of participants, to assertions that migrant and refugee youth were treated no differently to other students, to the more detailed

comments of careers teachers in schools with a significant enrolment of migrant/refugee youth.

Special provisions for migrant and refugee youth made by the latter group are characterised by two main thrusts:

- the provision of appropriate language assistance, i.e. the use of school-based ESL staff, external interpreters, documents printed in community languages; and
- the placement of such students in specially chosen, supportive and non-threatening environments for work experience.

Despite the existence of these provisions, each highly commendable in itself, there was little evidence that schools had been motivated by their recognition of the special needs of migrant and refugee youth to create careers education programs catering for these needs.

The latter conclusion is not furdamentally altered when one considers careers teachers' comments about special provisions they considered desirable, although this question elicited a 45% response rate compared with the 20% response to the question on provisions actually made. Two observations may be made.

The first is that many of the provisions cited as necessary are not migrant/refugee specific but would improve general careers education for all students. The second is that, while communication (especially in relation to migrant parents) was seen to be an area of need, no strong case emerges for special careers education programs for migrants. This is understandable, given a general climate of opinion that perceives such students as not specially disadvantaged in their careers education.

Careers information for migrant/refugee youth and their parents

Careers information was disseminated to all students and their parents in a variety of ways. The single most common mode was via handouts to students; the least common was mailed information to parents. However, printed material in community languages was available in only 18.2% of schools, predominantly in New South Wales and Victoria where it emanated from the education authorities. Little account seems to have been taken of the fact that, because of discontinuities in their own education, many migrant parents are not adequately literate in their own language. This in turn means that many migrant parents are not aware of the Australian employment systems and structures and, for a variety of language-related reasons as evidenced by the Scott Report (1980), are unable to assess these readily. The implications for their student children are far-reaching and difficult to remedy.

Only seven of the sample schools (3.5% of the total sample or approximately 6% of those who had organised such sessions) indicated that they held careers information sessions specifically for migrant parents. Four of these schools were in Victoria, two in New South Wales, and one in Queensland. Of the total sample of schools, only 9.4% reported the availability of interpreter facilities at careers information sessions, and this group was dominated by Victoria (66.7%). Moreover, it was pointed out that significant misunderstanding occurred as a result of teacher use of jargon, even among parents with a generally adequate command of English. This compounds the earlier mentioned problem with community language translations.

Information about mainstream government labour market programs and services (CES, TAFE, Tertiary Programs, Apprentices) is widely available, yet programs

such as CYSS, and especially SYETP and EPUY, appear not to have nearly as much visibility. It may be that careers teachers do not give prominence to programs which have a problem flavour, or those which are not perceived as a logical extension or outcome of mainstream education.

Program and student evaluation

Approximately half the schools reported that some formal assessment was made of student participation in careers education. Most commonly, these took the form of descriptive written assessments to parents/students, or oral reports to students. Fewer than 10% made oral reports to parents.

A relatively high level of program evaluation was reported by careers teachers across Australia. Generally, this was informally accomplished, many teachers (42%) indicating that they kept records of ex-students' progress and employment/unemployment. This level of optimism generated by the questionnaire response in relation to evaluation was not substantiated by the interview study. The impression gained here was that many teachers responded to the program evaluation question prospectively - i.e. indicating their intentions rather than their actual current practice.

Careers education needs and expectations: perspectives on parents of migrant and refugee youth

Over 50% of careers teachers perceived that students with parents from non-English-speaking countries differ, either moderately or a great deal, in their careers information needs from those of students with Australian-born parents. Approximately 45% believed that this pattern was also consistent for careers education needs. To this extent, careers teachers acknowledged differences, although only 7.8% of the sample schools indicated that any special careers education was offered to this group. Typically, this was offered under the auspices of the ESL staff who, because of their undoubted communicative competence, ultimately became the most significant purveyors of careers information for this group.

Not only were students of non-English-speaking background perceived to be different from migrants from English-speaking countries and Australian-born students, but their parents were also seen to differ in that they exhibited a higher regard for the efficacy of formal qualifications in the employment sphere. This finding from the questionnaire response was substantiated by a number of comments from careers teachers who, when interviewed, lamented the relatively low impact of their comments in the formal school report. In other words, their perception was that migrant parents were vitally concerned with the substantive issue of the academic performance of their children, and very much less so with diffuse issues such as non-traditional careers for girls, or employment alternatives. These attitudes did not distinguish one ethnic group from another, although there are undoubtedly socio-economic differences between established migrant groups and more recent migrant and refugee arrivals.

Official policies and provisions

While official state education policies undoubtedly contain rhetoric which may be intrepreted as reflective of concern for particular and/or disadvantaged groups, there is little evidence that the precept is translated into practice except in isolated instances, most of them in Victoria. The basic in-service courses for careers teachers do not give great prominence to this area. One of

the larger states, for example, devotes one hour only of its seven-week basic in-service course to migrants and their specific needs.

No direct official provision has been made for careers counsellors per se in Language Centres, yet the individual ESL teacher may play a significant and far-reaching role in this regard with students who do not enter the secondary system in Australia. One has the impression of enormous variation here, as well as a sense that the individual teacher may be the crucial, but idiosyncratic and unpredictable, element in determining the nature, quality and quantity of careers-related information received by any individual student.

Tertiary training provision for careers teachers has been largely responsive to the reality that careers teaching is a second or later teaching commitment for most teachers. Thus, most courses take the form of post-date initial teacher training and, indeed, presume that a practicum has been completed and considerable experience in the field gained.

The content and orientation of such courses is variable, some being responsive to what are seen to be the social and political realities in which education for careers, employment, unemployment and creative leisure must be undertaken. Others are more task oriented with a concentration on the major thrusts of counsellors' day-to-day activities - personal counselling; the provision of accurate careers information and direction; liaison with other staff; external administration via government departments, employers and the community, including parents. While reference is made to special groups there is no evidence that a substantial component of any such course is directed towards the special needs of migrant/refugee youth and/or strategies for coping with problems generated by the mismatch between these needs and Australian society.

Conclusions and directions

In summary, the study revealed that careers education provisions are unsatisfactory for all students, and acutely so for those born overseas. Careers teachers felt that no amount of goodwill and enthusiasm on their part could compensate for their lack of professional preparation in identifying and dealing with the specific problems of migrant students. The few attempts to provide assistance are not all or equally successful. For example, the provision of careers information in community languages tends to fail in instances of migrant parents whose own interrupted or inadequate schooling in their native countries have conspired to create literacy problems in their own language. Even where this kind of language barrier does not exist, much information is not readily translatable into the languages of communities which do not share the same social and industrial structures as Australia.

Careers teachers and others consulted during the study reported that migrant parents tended to have high academic aspirations for their children; some of these people - teachers and others - regard this as unrealistic and as placing additional and inappropriate pressures on migrant students, especially boys. Yet school curriculum organisation, assessment and reporting to parents and community, reinforces the discipline-based, academic nature of schooling. The student may receive a grade or a descriptive assessment, but most teachers do not provide such assessments in a context of what a student's achievement might enable him or her to use in the world of work. Whatever the mode of measurement, if a student's profile of achievement is only ever couched in terms of global academic disciplines such as history, maths, English or music, the links between school and work, school and society, school and the family will always remain tenuous. It is not unreasonable that migrant parents - and

others too - value the academic and build this into their expectations of a profession for their children because they rightly perceive these values to be most visible in the school. The world of work embraces very much more than simply narrow academic professions.

Careers education is, by definition, closely linked with vocational decision making. At the moment it is seen to be the province of the specifically designated careers teacher - with all the attendant problems identified by this study.

Thus, the tension between schools and the world of work would seem to be unavoidable in the present context. Schools have yet to come to grips with this tension. Indeed, it is in the nexus between careers education and the total educational program offered by schools, that answers to the problems identified here must be sought. Such problems are clearly not solely a product of inadequate careers education provision, either generally or for migrant/refugee youth.